

Guide to Test Report Interpretation

2002–2003 Tennessee Gateway Assessment

Tennessee Gateway Assessment

Class Report

Teacher: JONES

Content: Science

Simulated Data

Purpose
This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Science Gateway Assessment. In addition to data relating to meeting or not meeting the diploma requirement, this report shows how students performed on each reporting category.

Science Reporting Categories Performance Index (RCPI)
RCPI is the estimated number of items correct out of 100 had there been 100 items for that Reporting Category.

Number Correct Significance Performance Level

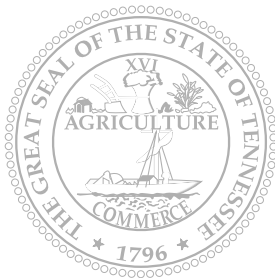
Student	Number Correct	Significance	Performance Level
ADAMS, GWYN L	41	MET	PROFICIENT
ADAMS, AMY S	39	NOT MET	BELOW PROFICIENT
ALEXANDER, BRYAN M	48	MET	PROFICIENT
ALLEN, DEBRA L	38	NOT MET	BELOW PROFICIENT
ANDERSON, TOM	41	MET	PROFICIENT
ANDERSON, MIKE J	41	MET	PROFICIENT
ASHBY, LAURA J	43	MET	PROFICIENT
BAKER, TONY M	38	NOT MET	BELOW PROFICIENT
BALESTRI, SALLY	21	NOT MET	BELOW PROFICIENT
BALLINGER, KAREN	43	MET	PROFICIENT
BARTON, TAMMY F	38	NOT MET	BELOW PROFICIENT
BAUER, MAX	38	MET	PROFICIENT
BECKER, BECKY M	18	NOT MET	BELOW PROFICIENT
BENSON, BEN R	38	MET	PROFICIENT
BENSON, MISTY J	41	MET	PROFICIENT
BLOCK, KIM L	41	MET	PROFICIENT
BROWN, NANCY A	38	NOT MET	BELOW PROFICIENT
BROWN, CARL D	38	MET	PROFICIENT
BURNS, PAUL J	38	MET	PROFICIENT
CALCATERA, MARY A	38	MET	PROFICIENT
CAMPBELL, SCOTT	38	MET	PROFICIENT
CARDINALE, SAM	38	MET	PROFICIENT
CASEY, LEELE P	38	MET	PROFICIENT
CHAMBLISS, RYAN L	37	MET	PROFICIENT
CHANG, SUSAN	36	MET	PROFICIENT
CHURCH, JODY W	21	NOT MET	BELOW PROFICIENT
COLLINS, JUDY	18	NOT MET	BELOW PROFICIENT
COOK, TODD H	18	NOT MET	BELOW PROFICIENT
COOK, ROGER	34	MET	PROFICIENT
DAVIS, BARRY	18	NOT MET	BELOW PROFICIENT
DEMATO, JASON F	18	NOT MET	BELOW PROFICIENT
DICKERSON, GEOFF	18	NOT MET	BELOW PROFICIENT
DOODS, LAUREN M	18	NOT MET	BELOW PROFICIENT

Teacher Average: 35
School Average: 35
System Average: 35
RCPI for Proficient: 35

Legend:
 * Advanced
 ● Proficient
 ○ Below Proficient
 □ Not Proficient

Scale: 0 to 100

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Tennessee Department of Education
Evaluation and Assessment Division

How to interpret
Gateway results and
use the information to
analyze curriculum
strengths.

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UNDERSTANDING GATEWAY RESULTS

This Guide has been prepared to help you understand the Gateway Assessment results and assist you in applying these results to improve educational opportunities for your students. These reports are a main source of test information and are helpful in making important decisions regarding instructional needs for classes and individual students.

For more information about the Gateway Assessment Program, please visit the 'TESTS' area of the Department of Education on the web:

Department of Education: <http://www.state.tn.us/education.htm>

REPORT	MODE/LEVEL	TOTAL COPIES	TEACHER	SCHOOL	SYSTEM
Individual Profile Report	Student	2	1	1	
Class Report	Teacher	2		1	1
Performance Level Summary Report	School	2	1	1	
Performance Level Summary Report	System	1			1
Reporting Category Performance Summary	School	1		1	
Reporting Category Performance Summary	System	1			1

If, after reading this Guide, you have further questions about Gateway test results, please contact:

MIKE RICKERT or MARY TAYLOR

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CRITERION-REFERENCED TESTS

Gateway assessments are Tennessee-specific, criterion-referenced tests which allow users to interpret scores in comparison to Tennessee's Curriculum Standards. It does not allow users to interpret scores in comparison to the performance of others. The Curriculum Standards, as defined by the State of Tennessee, provide objectives for student accomplishment in each of the courses tied to the Gateway assessments. These courses are Algebra I for Gateway Mathematics, Biology I for Gateway Science and English II for Gateway Language Arts. From these objectives, Performance Indicators were written to describe how the objectives would be measured.

On the Gateway criterion-referenced tests, each test item is directly linked to a Performance Indicator. The Performance Indicators were clustered into Reporting Categories for the reports described in this document.

Student mastery of each Reporting Category is reported as the Performance Level. Performance Levels (Below Proficient, Proficient, and Advanced) were established through intensive standard setting procedures which included Tennessee Teachers and were approved by the State Board of Education. The Performance level scores determined during the standard setting fluctuate based on psychometric values of the items in each administration.

Examples of questions for each Gateway course Performance Indicator can be found on the web in Item Samplers at the following address: <http://www.state.tn.us/education/tssamplers.htm>

INTERVENTION

Gateway assessments are a graduation requirement for students seeking a regular high school diploma in Tennessee. This requirement applies to all students who entered 9th grade in Fall 2001 and thereafter. Any student who does not meet the minimum proficiency level on a Gateway assessment will need to retake that particular test. Schools are required to offer Intervention to these students. The Intervention should be based on individual student needs, wherein students receive remediation in the specific Reporting Categories where weaknesses were noted. Gateway reports specify those areas where students need intervention. Questions regarding Intervention should be directed to Deborah Williams in the State Department of Education's Curriculum and Instruction Division at (615) 253-5710 or deborah.williams@state.tn.us.

FEATURES INCLUDED ON ALL REPORTS

- A** Name of report appears in this area.
- B** This area of the report is reserved for the name of the individual, teacher, school, or system to which the report applies. The content area covered is also indicated.
- C** Every report contains a purpose statement. The reader is introduced to the reason for the report and how the information may be used.
- D** The lower part of the left panel gives overall testing information that may be useful for school records. Depending on the report, this information can include the number of students taking the assessment, form identification, special codes, test date, or class, school, and/or system.

Tennessee Gateway Assessment		Science
Class Report A		Reporting Category RCPI is the estimated had there been 100 test
Teacher: JONES B		
Content: Science B		
Simulated Data		
Purpose This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Science Gateway Assessment. In addition to data referring to meeting or not meeting the diploma requirement, this report shows how students performed on each reporting category. C		Student ADAMS, GWYN L. ADKINS, AMY S. ALEXANDER, BRYAN ALLEN, DEBRA L. ANDERSON, TOM ANDREWS, MIKE ASHBY, LAURA J. BAKER, TONY M. BALESTER, SAJ BALLINGER, KAT BARTON, TAMM BAUER, MAX BECKER, DECI BENSON, BEN BENSON, MRS BLOOM, KIM BOWEN, HAN BROWN, CAR BURNS, PAUL CALCATERA, J CAMPBELL, ST CARDINALE, BL CAGLEY, LESLIE CHAMBLISS, RT CHANG, SUSAN CHURCH, JOEY COLLIER, JUDY COOKE, TODD W DALTON, ROGER DAVIS, SAMMI DEMAYO, JASO DICKINSON, OT DICKE, LAUR
No. of Students: 29 Form: 2 Test Date: 10-11-99 School: BLUEGRASS System: CLARK LAGO State: TENNESSEE D		
CTB McGraw-Hill		Page 1

INDIVIDUAL PROFILE REPORT

The Individual Profile Report (IPR) is intended primarily for teachers. A copy should also be provided to the student's parents. The IPR identifies areas of student strengths and needs. These areas are broken down by Reporting Category.

E Indicates whether student performance has met the Gateway proficiency requirement for this content area.

F Each Gateway Reporting Category is listed for the content area covered.

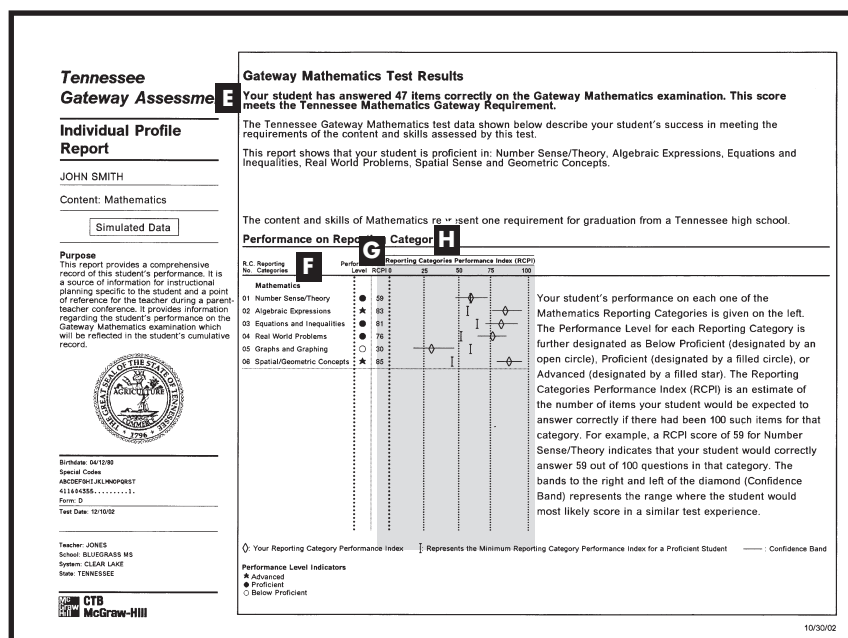
G A symbol that indicates the student's level of mastery (Performance Level) is shown on the report.

PERFORMANCE LEVEL

- Below Proficient
- Proficient
- ★ Advanced

H The Reporting Category Performance Index (RCPI) scale runs from "0" to "100" indicating the degree to which a student has mastered Gateway Reporting Categories. The RCPI is an estimate of the number of items the student could be expected to answer correctly if the student had taken 100 similar items measuring that objective.

The RCPI the student obtained in each category is represented by a diamond symbol on the graph. The bands to the left and right of the diamonds (Confidence Bands) represent the range where the student would most likely score in a similar test experience. The shorter the band, the more confidence one can have in the RCPI.



CLASS REPORT

The Class Report summarizes results from the Individual Profile Reports, showing how students performed in each Reporting Category. Students are listed alphabetically with information displaying the number of items correct, whether the diploma requirement was met, and the Performance Level. Also included at the top, is summary data by teacher, school, and system.

This summarized data can be used to identify the specific areas in which a student has difficulty. This is a valuable tool for Intervention and can be used to individualize the student's Intervention program so as to concentrate study in areas of need to maximize potential of student success when retaking the test.

Tennessee
Gateway Assessment


Class Report

Teacher: JONES

Content: Mathematics

Simulated Data

Purpose
This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Mathematics Gateway Assessment. In addition to data referring to meeting or not meeting the diploma requirement, this report shows how students performed on each reporting category.



No. of Students: 218

Form: D
Test Date: 12/10/02

School: BLUEGRASS
System: CLEAR LAKE
State: TENNESSEE

CTB
McGraw-Hill

Mathematics			Reporting Categories Performance Index (RCPI)									
RCPI is the estimated number of items correct out of 100 had there been 100 items for that Reporting Category			★ Advanced ● Proficient ○ Below Proficient			Number Sense/ Theory	Algebraic Expressions	Equations and Inequalities	Real World Problems	Graphs and Graphing	Statistics and Probability	Geometry and Geometric Concepts
Teacher Average:			55	64	49	53	72	58				
School Average:			63	58	73	62	69	61				
System Average:			51	59	60	61	59	73				
RCPI for Proficient:			59	58	62	51	59	47				
Student	Number Correct	Diploma Requirement	Performance Level	Number Sense/ Theory	Algebraic Expressions	Equations and Inequalities	Real World Problems	Graphs and Graphing	Statistics and Probability	Geometry and Geometric Concepts		
ADAMS, GWYN L	30	NOT MET	BELOW PROFICIENT	○ 23	● 43	○ 25	● 49	★ 59	○ 24			
ADKINS, AMY S			ABSENT									
ALEXANDER, BRYAN M	25	NOT MET	BELOW PROFICIENT	○ 32	★ 86	○ 32	★ 86	○ 26	○ 32			
ALLEN, DEBRA L	31	MET	PROFICIENT	● 58	● 77	● 58	● 77	● 82	● 58			
ANDERSON, TOM	29	NOT MET	BELOW PROFICIENT	○ 38	○ 64	○ 38	○ 64	○ 31	○ 38			
ANDREWS, MIKE J	48	MET	PROFICIENT	★ 72	★ 52	★ 72	★ 52	★ 29	★ 72			
ASHBY, LAURA J	41	MET	PROFICIENT	★ 69	★ 68	★ 69	★ 68	★ 59	★ 68			
BAKER, TONY M	44	MET	PROFICIENT	★ 67	★ 64	★ 67	★ 64	★ 48	★ 67			
BALESTERI, SALLY	27	NOT MET	BELOW PROFICIENT	● 45	● 53	● 45	● 53	● 26	● 45			
BALLINGER, KAREN	50	MET	ADVANCED	★ 74	★ 51	★ 74	★ 51	★ 82	★ 74			
BARTON, TAMMY F	28	NOT MET	BELOW PROFICIENT	● 41	● 50	● 41	● 50	● 31	● 41			
BAUER, MAX	43	MET	PROFICIENT	★ 69	★ 68	★ 69	★ 68	★ 29	★ 69			
BECKER, BECKY M	29	NOT MET	BELOW PROFICIENT	○ 37	○ 81	○ 37	○ 91	○ 59	○ 37			
BENSON, BEN K	26	NOT MET	BELOW PROFICIENT	● 45	● 90	● 45	● 90	● 33	● 45			
BENSON, MISTY J	46	MET	PROFICIENT	★ 72	★ 65	★ 72	★ 65	★ 23	★ 72			
BLOCK, KIM L	25	NOT MET	BELOW PROFICIENT	● 42	● 48	● 42	● 48	● 55	● 42			
BOWEN, NANCY A	50	MET	ADVANCED	★ 68	★ 35	★ 68	★ 35	★ 32	★ 68			
BROWN, CARL D	47	MET	PROFICIENT	★ 74	★ 25	★ 74	★ 25	★ 58	★ 74			
BURNS, PAUL J			ELL EXEMPT									
CALCATERA, MARY A	30	NOT MET	BELOW PROFICIENT	○ 29	○ 82	○ 29	○ 82	○ 72	○ 29			
CAMPBELL, SCOTT	42	MET	PROFICIENT	★ 73	★ 67	★ 73	★ 67	★ 68	★ 73			
CARDINALE, SAM	44	MET	PROFICIENT	★ 78	★ 54	★ 78	★ 54	★ 67	★ 78			
CASEY, LESLIE P	45	MET	PROFICIENT	★ 85	★ 83	★ 85	★ 83	★ 45	★ 85			
CHAMBLISS, RYAN L	50	MET	ADVANCED	● 82	● 94	● 82	● 94	● 74	● 82			
CHANG, SUSAN	30	NOT MET	BELOW PROFICIENT	○ 38	○ 67	○ 38	○ 67	○ 41	○ 38			
CHURCH, JODY W	47	MET	PROFICIENT	● 50	● 58	● 50	● 58	● 89	● 50			
COLLINS, JUDY	45	MET	PROFICIENT	● 60	● 87	● 60	● 87	● 37	● 60			
COOKE, TODD H	30	NOT MET	BELOW PROFICIENT	○ 33	○ 84	○ 33	○ 84	○ 45	○ 33			
DALTON, ROGER	29	NOT MET	BELOW PROFICIENT	● 46	● 56	● 46	● 56	● 72	● 46			
DAVIS, SAMMI	39	NOT MET	BELOW PROFICIENT	○ 31	○ 84	○ 31	○ 84	○ 42	○ 31			
DEMAYO, JASON P	44	MET	PROFICIENT	● 59	● 21	● 59	● 21	● 68	● 59			
DICKINSON, GEOFF	25	NOT MET	BELOW PROFICIENT	● 48	● 37	● 48	● 37	● 74	● 48			
DODDS, LAUREN M	28	NOT MET	BELOW PROFICIENT	○ 28	○ 66	○ 28	○ 66	○ 84	○ 28			

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11/07/02

PERFORMANCE LEVEL SUMMARY REPORT

The Performance Level Summary Report provides a snapshot of the achievement of a class or group. The graph on Page 1 presents a visual overview of performance for the total group, showing the number of students (and percentage of students) who tested at each Performance Level. The number of students who were Absent is listed under the "Below Proficient" category. These students are not included in the student total. Descriptors, associated with each Performance Level, are also included.

Page 2 of this report lists students alphabetically and indicates their number of correct items and Performance Levels. This provides a record of individual achievement on this assessment.

Tennessee Gateway Assessment


Performance Level Summary Report

School: BLUEGRASS

Content: Mathematics

Simulated Data

Purpose
This report identifies students who have met the criteria for the Tennessee Gateway Assessment. Advanced and Proficient levels indicate students who have met the Gateway Mathematics diploma requirement. Below Proficient level indicates a student has not met the Gateway Mathematics diploma requirement.



No. of Students: 90

Form: D
Test Date: 12/10/02

System: CLEAR LAKE
State: TENNESSEE

CTB McGraw-Hill

Mathematics Student List

The list below shows each student's level of performance.

Student	Number Correct	Performance Level	Student	Number Correct	Performance Level
KAUFFMAN, SASHA	35	PROFICIENT	WALKER, TONY	36	PROFICIENT
KEAN, JENNY L	40	PROFICIENT	WANG, JANE	11	BELOW PROFICIENT
KEIKO, NAKATA	15	BELOW PROFICIENT	WEAVER, DENNIS	35	PROFICIENT
KEITH, ELLEN S	40	PROFICIENT	WHITAKER, BILL	40	PROFICIENT
KENNEDY, MARC	39	PROFICIENT	WILLIAMS, TERI D	34	PROFICIENT
KOZAR, GREG	40	PROFICIENT	WILLIAMS, WADE	15	BELOW PROFICIENT
LANDERS, ANNE	14	BELOW PROFICIENT	WOODWARD, LAUREL	14	BELOW PROFICIENT
LANE, ALI	17	BELOW PROFICIENT	ZIRKLE, TOM	35	PROFICIENT
LARSON, MARTHA	40	PROFICIENT			
LEE, ROB E	45	ADVANCED			
LEWIS, DAN D					

Tennessee Gateway Assessment


Performance Level Summary Report

School: BLUEGRASS

Content: Mathematics

Simulated Data

Purpose
This report details the percent of students in each of the performance levels. Level 1 indicates the percent of students Below Proficient in Mathematics content. Levels 2 and 3 indicate the percent of students who are Proficient and Advanced in Mathematics content.



No. of Students: 90

Form: D
Test Date: 12/10/02

System: CLEAR LAKE
State: TENNESSEE

CTB McGraw-Hill

Mathematics Performance Levels

Performance Levels	Percent in Level	Descriptions
3 Advanced	12% 17 Students	Student performance at the Advanced level demonstrates application of complex concepts and skills of the Mathematics course content.
2 Proficient	79% 55 Students	Student performance at the Proficient level demonstrates general understanding of the essential concepts and skills of the Mathematics course content.
1 Below Proficient	13% 18 Students	Student performance at the Below Proficient level demonstrates a lack of understanding of the essential concepts and skills of the Mathematics course content.

12 Number of students Absent and not included in any score calculation.
11 Number of students ELL Exempt and not included in any score calculation.

Observations

The graph above shows the number and percent of students who tested at each performance level in Mathematics.

For each performance level, a description is provided of what students can do in terms of the content and skills assessed.

PAGE 2

PAGE 1

This Summary displays the average of students' performance, by teacher, in each Reporting Category, and shows the percentage of students scoring Proficient and above for each Reporting Category. Comparisons may also be made to school and system results.

5

This Summary displays the average of students' performance, by school, in each Reporting Category, and shows the percentage of students scoring at Proficient and above for each Reporting Category. Comparisons may also be made to system and state results.

6

UTILIZING GATEWAY RESULTS

Each of the six reports provided from the Gateway assessments are intended to assist the educators of Tennessee in providing quality education to their students.

The Individual Profile Report allows students, their parents, and teachers to see specific strengths and needs in each content area. For students who do not meet the graduation proficiency requirement, it allows for appropriate intervention.

The Class Report provides teachers and administrators with an overall picture of the strengths and needs of each student within the class as well as the class's performance in relation to the entire school and the district. Teachers and administrators should use this report to analyze overall student performance. The number correct will translate to a grade to be averaged into the semester grade. This grade translation is determined by the system. The Reporting Category Performance Index (RCPI) data details student performance in each reporting category to assist in evaluation and remediation.

The Performance Level Summary Report is primarily utilized for reporting purposes. Page one allows administrators a snapshot of the school or system performance in each content area while all subsequent pages provide guidance counselors a comprehensive list of students tested, their number correct and performance level.

The Reporting Category Performance Summary Report (by Teacher) provides school and system level administrators with a tool for evaluating teacher instructional strategies and curriculum. If teachers Group Information Sheets (GIS) are utilized for each individual class, a teacher may use this report to compare overall performance of each class.

The Reporting Category Performance Summary Report (by School) provides system level administrators with a tool for evaluating the overall performance and instructional strategies of each school within the system,